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ABSTRACT

The book describes Pennsylvania's approach for determining placement of handicapped students in the least restrictive environment (LRE), as mandated by P.L. 94-142, the Education for All Handicapped Children Act. Separate sections address the following two topics (subtopics in parentheses): the LRE decision process (content for the decision system, the decision system, special considerations in LRE decision making, placement option worksheet, and decision summary checklist); and the LRE mandate (creating educational alternatives and placing students in educational alternatives). Examples of LRE placement conclude the document with information on the individualized education programs, placement option descriptions, decision model applications, decision summary checklists, and placement option worksheets. (CL)

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# PLACING HANDICAPPED STUDENTS IN THE LEAST RESTRICTIVE ENVIRONMENT: A MODEL FOR DECISION MAKERS

**AUGUST 1979**

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**Bureau of Special Education**

**and**

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## TABLE OF CONTENTS


| | Page |
|---|---|
| INTRODUCTION | |
| SECTION I: The Least Restrictive Environment Decision Process | 6 |
| Content for the Decision System | 7 |
| The Decision System | 12 |
| Special Considerations in LRE Decision Making | 14 |
| Placement Option Worksheet | 15 |
| Decision Summary Checklist | 17 |
| SECTION 2: The Least Restrictive Environment Mandate | 18 |
| Creating Educational Alternatives | 19 |
| Placing Students in Educational Alternatives | 20 |
| SECTION 3: LRE Placement Examples | 22 |

## INTRODUCTION

Each public agency shall insure that to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

**P.L. 94-142**
**§121a.550**

All handicapped persons must have the opportunity to be educated with their non-handicapped, chronological age peers to the maximum extent appropriate.

**BUREAU OF SPECIAL EDUCATION**
**PENNSYLVANIA DEPT. OF EDUCATION**

Both Federal and State regulations contain least restrictive environment (LRE) mandates. Under these directives, local education agencies are responsible for providing a continuum of alternative placements to meet the needs of handicapped students requiring special education and related services. Under Pennsylvania's goal for LRE compliance, each handicapped student will have more than one possible educational program available. It is therefore the responsibility of those involved in the programming and placement process to identify from among these options the appropriate placement for a student.

This decision will involve not only an understanding of the LRE mandate, but also an awareness of the concept of appropriate programming, within which LRE is based. Under P.L. 94-142, all handicapped students must have available to them a free, appropriate public education that includes special education and related services to meet their unique needs. The Regulations of the State Board of Education of Pennsylvania define an appropriate program as education and/or training that meets individual needs as agreed to by a parent, school district and/or intermediate unit personnel; or as ordered by a hearing officer; or upon appeal as ordered by the secretary of education.

The purpose of this document is to suggest an approach for determining student placement that utilizes practical interpretations of LRE and appropriate programming mandates. Student placement within the least restrictive environment should be the result of a systematic decision-making process. The process should be based on an operational definition of LRE that can be used to identify and organize the types of information that will be needed.

Readers who would like additional information regarding State or Federal LRE mandates and policies may refer to Section II of this document.

# SECTION 1

THE LEAST RESTRICTIVE ENVIRONMENT DECISION PROCESS

The process of making placement decisions involves gathering and organizing pertinent information to systematically arrive at a decision. This section describes the information that should be included in the process, and presents a model for its application.

## CONTENT FOR THE DECISION SYSTEM

### AN OPERATIONAL DEFINITION OF LEAST RESTRICTIVE ENVIRONMENT

Placement in the least restrictive environment must be implemented within the context of providing appropriate programming for handicapped students. Therefore, two dimensions must be considered when looking at potential educational environments (placement options). Some environments may be inappropriate because they fail to meet a student's learning needs. Other environments may be restrictive because they limit a student's access to non-handicapped students. These dual considerations require an operational definition of LRE that combines the requirement for appropriate programming with the mandate for integration of handicapped students with non-handicapped students. The following definition provides this:

---

**The least restrictive environment for a student is the placement that realizes a match between the learning needs of the student and the conditions of the educational environment, while providing the student with appropriate integration with non-handicapped students.**

---

## INFORMATION NECESSARY TO THE DECISION PROCESS

To make student placement decisions using this definition of LRE, educators will need:

1) information related to the learning environment that the student needs and that each option provides (appropriateness of the placement option)
2) information related to the degree of integration with non-handicapped students that each option affords (restrictiveness of the placement option)

### APPROPRIATENESS OF THE PLACEMENT OPTION

#### INFORMATION RELATED TO STUDENT NEEDS

Placement in the least restrictive environment must be based on the student's individualized education program (IEP). For handicapped students in Pennsylvania, the IEP describes the special education and related services needed by the student. The IEP contains three required components that provide information to be used in the decision process. These include a description of student needs related to curriculum, related services, and special instructional media and materials. Other types of student needs should be considered, such as a student's learning style, social/psychological characteristics, and physical limitations. Where this information is used in making placement decisions, it should be included in the IEP plan.

#### INFORMATION RELATED TO PLACEMENT OPTIONS

The student's placement must provide the opportunity to implement the IEP. Therefore, information compiled for each placement option must address each need that has been identified for a student. Placement option information may cover the curriculum, related services, media and materials, instructional characteristics related to learning style, social/psychological characteristics, and the physical characteristics of the facility.

#### STUDENT AND PLACEMENT OPTION INFORMATION OUTLINE

The following outline describes student and placement option information that may be used as a basis for making placement decisions.

## CURRICULUM

*STUDENT INFORMATION*

The special education curriculum determined to be appropriate for a student is represented in the IEP by the annual goal statements. Annual goals are targets toward which the student's learning program is directed. They may encompass multiple areas of student development, including academic growth, social growth, physical development, and speech, hearing and vision remediation. Academic growth includes not only reading, mathematics, science and the social sciences, but other areas of development, such as self-help skills. Short term objectives are derived from the annual goals in each instructional area. They may reflect specific instructional content considered necessary for achieving the annual goals.

*PLACEMENT OPTION INFORMATION*

Each placement option will offer a curriculum that contains one or more content areas. The content will be geared toward a range of student ability levels. It is often possible for curriculum to be modified to accommodate students whose needs fall slightly outside this range. Therefore, placement option information should include knowledge of the curriculum that is available and ways in which modifications could be made.

## RELATED SERVICES

*STUDENT INFORMATION*

As defined in P.L. 94-142, related services means "transportation and such developmental, corrective and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training."

*PLACEMENT OPTION INFORMATION*

Each placement option can offer certain related services. Placement option information should include knowledge of the related services that are available and the conditions for service delivery such as scheduling or educational setting.

**INSTRUCTIONAL MEDIA AND MATERIALS**

*STUDENT INFORMATION*
The media and materials that must be described in the IEP plan are those that are not routinely available in the special education classroom. Examples include optacons for visually impaired students and the Bliss Communication System for severe and profoundly handicapped students.

*PLACEMENT OPTION INFORMATION*
Each placement option will have access to certain media and materials. Placement option information should include knowledge of the media and materials that can be delivered to meet a student's needs.

**LEARNING STYLE**

*STUDENT INFORMATION*
The unique ways in which a student learns may create needs that must be met through accommodation in the learning environment. Types of student needs may include instructional grouping arrangements, reinforcement strategies, or teacher leadership models.

*PLACEMENT OPTION INFORMATION*
Certain instructional strategies will be utilized in each placement option. Placement option information should include knowledge of the accommodations that could be made in the learning environment to meet a student's needs.

**SOCIAL/PSYCHOLOGICAL CHARACTERISTICS**

*STUDENT INFORMATION*
The manner in which a student interacts with peers and teachers may suggest student social/psychological needs that must be met through accommodation in the learning environment. For example, a student may have a significant need for peer and/or teacher acceptance and support.

*PLACEMENT OPTION INFORMATION*
Each placement option will have teacher/student composition that will result in a particular social/psychological climate. Placement option information should include knowledge of these characteristics.

## PHYSICAL CHARACTERISTICS

*STUDENT INFORMATION*

Exceptional students with physical impairments may require special accommodations in their environment to allow for access and mobility. For example, students with visual acuity problems may need light sources and visual cues (such as exit signs) in their educational facility. Hearing impaired students may require such environmental modifications as visual alarm systems.

*PLACEMENT OPTION INFORMATION*

The facility and transportation arrangements for each placement option should be able to accommodate physical handicaps. Buses with lifts, buildings with ramps and side railings in hallways, modified lowered drinking fountains, and restroom facilities are examples of architectural or design modifications that may be needed to provide a barrier-free environment for a student. Placement option information should include knowledge concerning the status of the current facility and vehicles, and the extent to which they could be modified to meet student needs.

## RESTRICTIVENESS OF THE PLACEMENT OPTION

INFORMATION CONCERNING ACADEMIC AND NON-ACADEMIC INTEGRATION WITH NON-HANDICAPPED STUDENTS

Placement options may provide opportunities for integration with non-handicapped students in either or both academic and non-academic settings. The student may have the opportunity to actively engage in learning activities with regular education students; he may participate in non-academic activities, such as meals, recess periods, athletic events, transportation efforts, recreational activities and special interest groups and clubs; or he may be able to interact in both settings.

Other placement options may not provide opportunities for integration with non-handicapped students. However, these options may be within close physical proximity to regular education classes, thus providing a present educational environment that will allow for the possibility of non-handicapped students interacting with handicapped students.

INFORMATION CONCERNING PROXIMITY TO THE HOME

In addition to requiring that placement be made on an individual basis, Federal regulations require that a student's placement be geographically as close as possible to his home. Unless implementation of the IEP requires some other arrangement, the student must be educated in the school he would attend if he were not handicapped. Therefore, placement option information should include knowledge of each location.

## THE DECISION SYSTEM

**The two-dimensional operational definition of least restrictive environment described earlier in this section provides a framework for a system that can be used to make placement decisions. Each option should first be assessed to determine if it meets the learning needs of the student, as included on the IEP. Each option that meets this criteria should then be assessed to determine which provides the greatest access to non-handicapped students. The option that meets the student's learning needs and provides the greatest access to regular education students should be the student's recommended placement.**

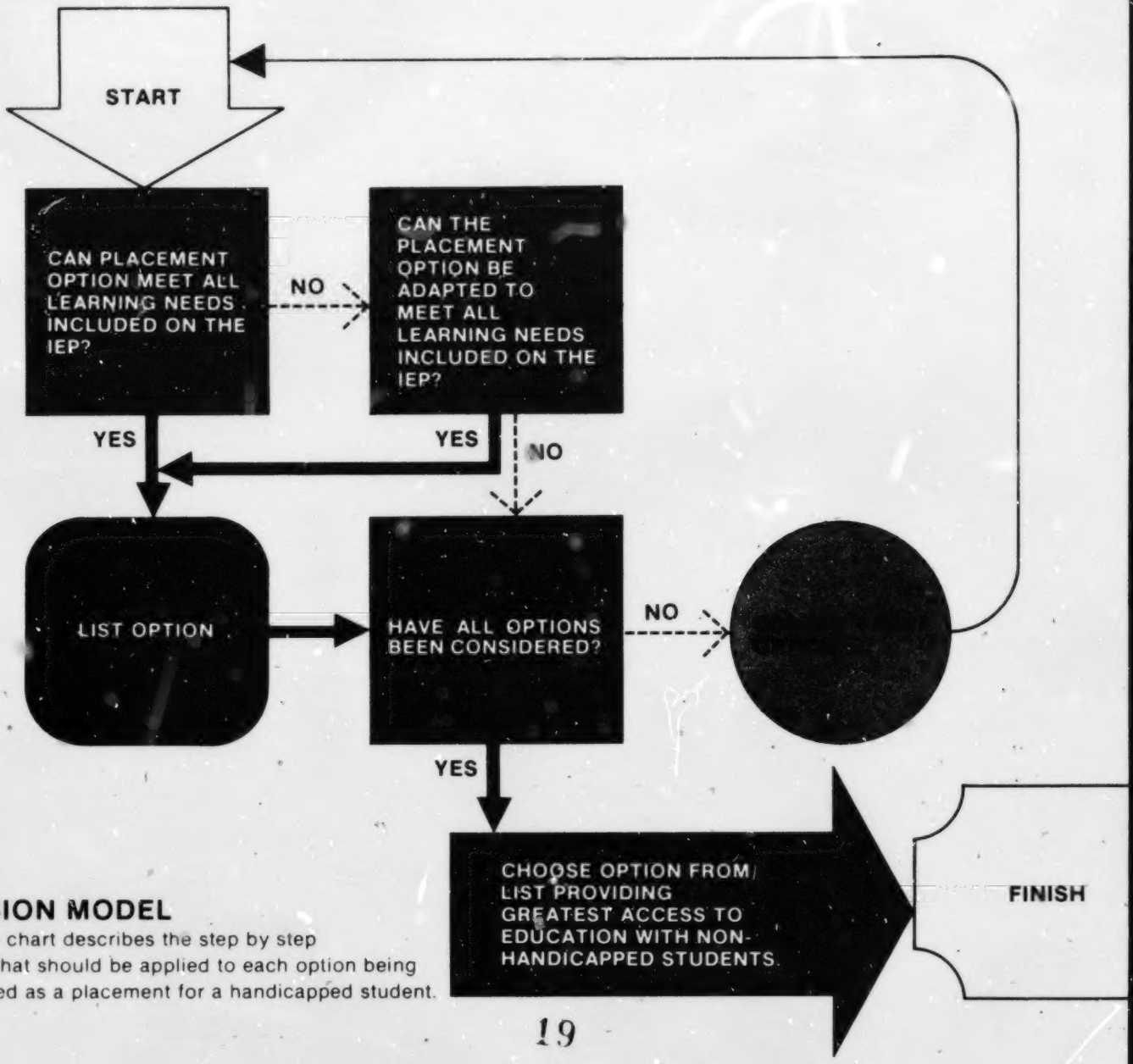
### PROCEDURES FOR IMPLEMENTING THE DECISION MODEL

The list below includes the steps necessary to collect and use student and program information in implementing this decision model.

I. STUDENT ANALYSIS
   A. The IEP is developed, listing the student's instructional needs.

II. PROGRAM ANALYSIS
   A. The placement options are identified.
   B. Information is collected regarding the learning environment that each option can provide for the student.
   C. The degree of access to education with non-handicapped students offered by each placement option is established.

III. DECISION MODEL APPLICATION
   A. Each placement option is assessed for its capacity to meet all of the student's learning needs as listed on the IEP including curriculum, special media and materials, and related services and other identified student needs.
      1. An option meeting the above criteria remains in consideration.
      2. An option not meeting the above criteria is assessed for its capacity to be adapted to meet all learning needs listed on the IEP.
         a. An option which may be adapted remains in consideration.
         b. An option which may not be adapted is removed from consideration.
   B. The next placement option is considered.
   C. When the list of options that have been determined to be appropriate for the students special education needs is completed, the option providing the greatest access to non-handicapped students is identified as the least restrictive environment.


START
CAN PLACEMENT OPTION MEET ALL LEARNING NEEDS INCLUDED ON THE IEP?
NO
CAN THE PLACEMENT OPTION BE ADAPTED TO MEET ALL LEARNING NEEDS INCLUDED ON THE IEP?
YES
YES
NO
LIST OPTION
HAVE ALL OPTIONS BEEN CONSIDERED?
NO
YES
CHOOSE OPTION FROM LIST PROVIDING GREATEST ACCESS TO EDUCATION WITH NON-HANDICAPPED STUDENTS.
FINISH

## DECISION MODEL

This flow chart describes the step by step process that should be applied to each option being considered as a placement for a handicapped student.

# SPECIAL CONSIDERATIONS IN LRE DECISION MAKING

## THE IEP PLAN

The scope of the IEP may be extended beyond the required components to include all of the student needs to be considered in program and placement decisions.

## SELECTING PLACEMENT OPTIONS

Placement options may be selected from several categories of educational environments. The following categories are based on the priority order of placement contained in the Regulations of the State Board of Education.

1. Placements in the school the student would attend if not handicapped.
2. School district placements available for students with specific handicapping conditions.
3. Intermediate unit placements available for students with specific handicapping conditions.
4. Approved private school placements.

In the public schools, the type of organizational pattern(s) contained in the placement option must also be considered. These are described in Section II of this document and include:

1. Regular programs
2. Itinerant programs
3. Resource rooms
4. Part-time special classes
5. Full-time special classes

## THE ROLE OF THE LOCAL EDUCATION AGENCY REPRESENTATIVE

It is suggested that the local education agency representative at the IEP planning meeting provide the leadership for assuring that learning environment information for each placement option under consideration is available.

## DECISION MODEL DOCUMENTATION

Participants in the decision making process should document their efforts in order to substantiate the rationale for the placement decision, should these placements be questioned at a later date. As each option is considered, the Decision Summary Checklist may be used to provide this record. The Placement Option Worksheet may also assist in structuring the decision making process along the lines of the decision model.

# PLACEMENT OPTION WORKSHEET

STUDENT: _____ *DATE:* _____

*OPTION:* _____

1. Describe the extent to which the option meets learning needs listed on the IEP.

   A. Curriculum: _____

   B. Related Services: _____

   C. Special Media and Materials _____

   D. _____

   E. _____

   F. _____

2. Describe the degree of integration with non-handicapped students provided by this option (academic and/or non-academic settings) and the option's proximity to the student's home.

## DECISION SUMMARY CHECKLIST

**DIRECTIONS:**

a ) List each placement option considered and describe the type of placement and location.

b ) List other learning needs in addition to curriculum, related services and media and materials.

c ) For each applicable learning need, indicate the ability or inability of the option to meet the student's needs. Yes ( √ ) No ( - ).

- If an option cannot meet one need subsumed under a broader category of needs, briefly indicate need not met. For example:

STUDENT _____

| PLACEMENT OPTION | CURRICULUM | RELATED SERVICES |
|---|---|---|
| | OPTACON TRAINING | |

d ) Indicate the amount of time the student will spend with non-handicapped students in both academic and non-academic settings.

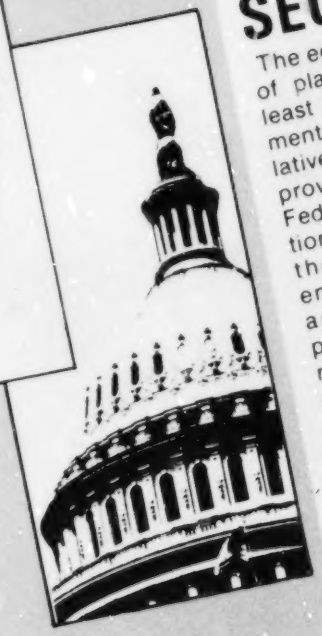
e ) Indicate the distance of the placement option from the student's home.

f ) List recommended assignment in the space provided.

# DECISION SUMMARY CHECKLIST

STUDENT: _____ DATE: _____

| PLACEMENT OPTION | LEARNING NEEDS | | | | | | EDUCATION WITH NON-HANDICAPPED STUDENTS | | |
|---|---|---|---|---|---|---|---|---|---|
| | CURRICULUM | RELATED SERVICES | MEDIA & MATERIALS | | | | ACADEMIC | NON-ACADEMIC | PROXIMITY TO HOME |
| | | | | | | | | | |
| 1 | | | | | | | | | |
| | | | | | | | | | |
| 2 | | | | | | | | | |
| | | | | | | | | | |
| 3 | | | | | | | | | |
| | | | | | | | | | |
| RECOMMENDED ASSIGNMENT | | | | | | | | | |
| | | | | | | | | | |



# SECTION 2

The educational practice of placement within the least restrictive environment is based on legislative mandate. Section II provides an overview of Federal and State regulations for compliance with the least restrictive environment mandate, and describes State policies and procedures related to student placement.

## THE LEAST RESTRICTIVE ENVIRONMENT MANDATE

The right of a handicapped child to an appropriate education within the least restrictive environment is assured by Federal legislation, and is extended to all exceptional children in Pennsylvania through the Regulations of the State Board of Education.

Compliance with least restrictive environment involves two interrelated components: 1) the creation of educational alternatives that provide a continuum of services, and 2) the placement of students within those alternatives.

**CREATING EDUCATIONAL ALTERNATIVES**

Alternative assignments must be available to meet the needs of handicapped students for special educaiton and related services. The regulations for P.L. 94-142 specify that assignments must include instruction in regular classes, special classes, home instruction, and instruction in hospitals and institutions. Provision must also be made for supplementary services to be available in conjunction with regular class assignment.

The Regulations of the State Board of Education specify a priority order of educational placements, and require that a continuum of alternative settings be available for the handicapped student. These include:

- A regular class in a regular school with supporting services
- A school district special education program in a regular school
- A school district special education program in a special facility
- An intermediate unit program in a regular school
- An intermediate unit program in a special facility
- An approved private school program
- A state school program
- An approved out-of-state program
- An intermediate unit program of instruction in the home

In addition to identifying a continuum of educational placements, Pennsylvania has approved the following organizational patterns for special education programs:

**Regular programs** in which instruction emphasizes both subject content and the development of special skills in accordance with the student's individualized education program.

**Itinerant programs** in which the itinerant special education teacher travels from school to school, providing supportive instruction on an individual or small group basis to students enrolled in regular or special education classes in accordance with the student's individualized education program. Students are expected to spend 25% or less of their time with an itinerant teacher.

**Resource rooms** in which individual or small group instruction emphasizes the development of special skills, rather than a particular subject, in accordance with the individualized education program of the student. Students generally are expected to spend 50% or less of their time with the special education resource room teacher.

**Part-time special classes** in which instruction emphasizes both subject content and the development of special skills in accordance with the student's individualized education program. Students generally are expected to spend 50% to 85% of their time with the special education teacher.

**Full-time special classes** in which instruction emphasizes both subject content and the development of special skills in accordance with the student's individualized education program. Students generally are expected to spend 85% or more of their time with the special education teacher.

For public schools in Pennsylvania, alternative educational assignments are composed of combinations of primary placements and approved organizational patterns within those placements. A specific primary placement may be adjusted to meet the individual needs of a student and thus the experiences of two students placed in the same placement with different organizational patterns may differ considerably. For example, a regular class placement may include the following combinations of organizational patterns:

- Full time in regular class with supportive materials and/or indirect services to the teacher
- Full time in regular class with direct service and instruction from itinerant teacher
- Part time in regular class with instruction and/or involvement in resource room
- Part time in regular class with instruction and/or involvement in special class

Non-academic and extra curricular services and activities must be provided in such a way that handicapped children have an equal opportunity for participation with their non-exceptional peers. These services and activities may include counseling, athletics, transportation, health services, recreational activities, special interest groups or clubs, agency referrals and employment services. The handicapped student must participate with non-handicapped students in services and activities, including meals and recess periods, to the maximum extent appropriate to the needs of the student.

## PLACING STUDENTS IN EDUCATIONAL ALTERNATIVES

The least restrictive environment requirement, a legislative rights provision, protects students from being indiscriminately placed in segregated programs because they are handicapped. Placement decisions must be made on an individual basis. In addition:

- Each placement must be based on the IEP, which is to be reviewed annually.
- Each placement must be evaluated not less than every two years.
- Placement by category alone is considered inappropriate.
- Placement decisions must be made by a group of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

- Placement must be geographically as close as possible to the student's home. Unless the implementation of the IEP requires some other arrangement, the student must be educated in the school he or she would attend if not handicapped.
- Placement outside the regular education environment must be documented to substantiate the appropriateness of the special education placement.
- The priority order of education placements contained in the Regulations of the State Board of Education should be followed, except where a deviation is needed to meet the appropriate needs of the student or the purpose of the regulations.

**PLACEMENT PROCEDURES IN THE IEP PROCESS**

Once a student has been identified as handicapped and in need of special education and related services, the school district must invite the parent, guardian, or surrogate parent, and the student (when appropriate) to attend an IEP Planning Meeting to develop an IEP and determine placement. The IEP Planning Meeting must also include a teacher, a representative of the local education agency knowledgeable as to programs and services that may be provided the student, and, if the student is newly identified, the evaluator or a person knowledgeable as to the evaluation results. This meeting must be held, whether or not the parent, guardian or surrogate parent chooses to attend. Once the IEP has been developed and a placement decision reached, a due process notice must be given or sent to the parent, guardian or surrogate parent. The student's program and placement must be approved by the parent, guardian or surrogate parent before the student can be placed and the IEP implemented. If the parent, guardian or surrogate parent does not approve of the recommended placement and program, a pre-hearing conference may be requested. If the parent, guardian or surrogate parent still does not approve of the recommended placement and program following the pre-hearing conference, he or she may request a due process hearing conducted by a hearing officer appointed by the Secretary of Education. No change in the student's placement can be made until the hearing officer's decision is rendered. If the parent, guardian or surrogate parent is not satisfied with the results of the due process hearing, an appeal may be made to the Secretary of Education, (whose decision may be appealed to Commonwealth Court), or to Federal District Court.

The IEP, including placement, must be reviewed annually. This must occur at an IEP planning meeting attended by the parent, guardian or surrogate parent and the student (when appropriate), the teacher, and a representative of the local education agency. If a change in placement is recommended, due process procedures must again be extended to the parent, guardian or surrogate parent.

An extensive description of Pennsylvania's procedures for student identification and IEP development and implementation (including placement), together with State approved forms and suggested formats, is contained in *An Introduction to Individualized Education Program Plans: Guidelines for School Age IEP Development (1978)*.

# SECTION 3

The following cases illustrate the use of the decision system for determining LRE placement.

## LRE PLACEMENT EXAMPLES

Each LRE Placement Example includes the following components:

- An IEP
- An IEP summary of student needs
- Placement option descriptions
- Decision model applications
- Decision summary checklist
- Placement option worksheet for the selected placement

### IEP

The IEP has been developed as far as the description of present education levels, the determination of annual goals and short term objectives and the identification of related services and special media and materials. At this point it provides the student information to be used in the decision process. In order to simplify the LRE placement examples, each IEP has been limited to three goal statements. Therefore, the IEP does not necessarily represent comprehensive special education programming.

### IEP Summary of Student Needs

For illustrative purposes, the student information from the IEP is outlined in summary form according to type of information. This is not part of the recommended procedure for implementing the decision model, but is included to aid the reader in understanding the use of the IEP in collecting student information.

### Placement Option Descriptions

Each placement option description contains the information that should be available at the IEP planning meeting. Each description has been keyed to the types of placement option information to assist the reader in understanding the range of information necessary to the decision process.

### Decision Model Applications

A diagram of the decision model is used to track each option included in the decision process.

### Decision Summary Checklist

The checklist provides documentation of the entire decision process.

### Placement Option Worksheet

The placement option worksheet provides additional information concerning the selected placement option.

## INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: Mark Hughes

Grade/Program:

Birth Date: 5/10/69

Teacher(s):

Present Date: 9/20/78

School:

| Primary Assignment(s): | Date Started | Expected Duration of Services | Special Media or Materials |
|---|---|---|---|
| | | | |
| | | | |

Extent to which the child will Participate in Regular Education

Services:

| | | | |
|---|---|---|---|
| Individual/small group counseling | | | |
| Bus transportation | | | |
| Crisis intervention | | | |
| | | | |
| | | | |

IEP Planning Meeting Participants:

| | Name |
|---|---|
| *Local Education Agency Representative: | Samual Bender, Principal |
| *Parent, Guardian or Surrogate Parent: | Mrs. Joan Hughes |
| *Student: | |
| *Teacher(s): | Jane Miller |
| **Evaluator(s): | Marvin Woodcock |
| Other(s): | Janet Wepman |

Dates for review and/or revision of the Individualized Education Program Plan: 5/20/79

Person responsible for the maintenance and implementation of the IEP plan:

* Must attend. If the parent, guardian or surrogate parent does not attend, documentation of attempts to gain their participation should be attached.

** Must attend if the student is newly identified as exceptional.



LRE PLACEMENT EXAMPLE 1

## PRESENT EDUCATION LEVELS

DIRECTIONS: Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:

| | |
|---|---|
| Academic Achievement | Pre-Vocational Skills |
| Emotional Maturity | Vocational Skills |
| Self-Help Skills | Psychomotor Skills |
| Social Adaptation | Other: |

---

ACADEMIC ACHIEVEMENT

Math: Mark has grade appropriate money and time concepts. He rote counts to at least 100. He is unable to demonstrate knowledge of basic number facts and computational skills. Mark appears to benefit from a concrete approach to mathematical concepts.

Reading: Mark has good sight vocabulary and word attack skills. He has difficulty comprehending the main idea of a paragraph, but can state details with accuracy. He can read and follow one-step directions, but becomes confused with multi-step directions. He works well with one to one interaction, but becomes bored and frustrated in reading groups or class activity.

General Work Skills: Mark does not complete assignments independently. He becomes frustrated when he does not understand directions. Mark shows improvement in this area when he is given individual attention.

Social/Emotional Adjustment: Mark has frequent, often violent outbursts when participating in large group academic activities. When the activity is more recreational, he interacts with peers with less difficulty. Mark has poor attention and concentration. He taps his fingers on tables, can't sit still for more than a minute or two. He instigates fights with peers. Removal from the group seems to calm him. He seems to perceive himself as bad. Says things like, "I'm not smart enough," or "I can't do anything right."

Instructional Area: Mathematics

Annual Goal: Mark will improve his basic number and computation skills.

| SHORT TERM OBJECTIVE | INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL) | EVALUATION OF INSTRUCTIONAL OBJECTIVES | |
|---|---|---|---|
| | | TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED | CRITERIA OF SUCCESSFUL PERFORMANCE |
| 1. Mark will complete the following basic math skills:<br>a. counting by 2's, 5's, and 10's to thirty.<br>b. one to one correspondence.<br>c. addition and subtraction requiring re-grouping of tens.<br>2. Mark will complete addition and subtraction requiring regrouping of tens. | Abacus<br>Calculator<br>One-to-one instruction with teacher or aide.<br>Concrete strategies.<br>Small group (2-3) instruction. | 1. Performance on: a, b, c, as compared to pre-test of such skills.<br>2. Performance of addition and subtraction on abacus, paper, and check of work on the calculator. | 1. Independent completion to 90% accuracy on five consecutive trials.<br>2. Independent performance on task to 80% accuracy on ten consecutive trials. |

Instructional Area: Reading

Annual Goal: To improve reading comprehension of short paragraphs.

| SHORT TERM OBJECTIVE | INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL) | EVALUATION OF INSTRUCTIONAL OBJECTIVES | |
|---|---|---|---|
| | | TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED | CRITERIA OF SUCCESSFUL PERFORMANCE |
| 1. Mark will complete a task requiring comprehension of 3 directions.<br><br>2. Mark will state the main idea of a paragraph 3-4 sentences in length.<br><br>3. Mark will state the main idea of a paragraph 5-6 sentences in length. | One to one attention with teacher (aide).<br><br>Small group of 2-3 students and aide. | 1-3. Teacher observation and record of performance on tasks. | 1. 80% accuracy in following directions on 5 consecutive days.<br><br>2. 90% accuracy on task for 3 consecutive days.<br><br>3. 80% accuracy on task for 3 consecutive days. |

Instructional Area: Social/Emotional Adjustment

Annual Goal: Mark will demonstrate appropriate behaviors and controls that will enable him to function in a small group setting (4-5) students.

| SHORT TERM OBJECTIVE | INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL) | EVALUATION OF INSTRUCTIONAL OBJECTIVES | |
|---|---|---|---|
| | | TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED | CRITERIA OF SUCCESSFUL PERFORMANCE |
| 1. Mark will sit with a small group, take turns, and follow directions; demonstrating cooperation with peers.<br><br>2. Mark will demonstrate care of self, and his possessions.<br><br>3. Mark will verbalize his feelings, when he is upset by a group situation. | 1-2. Teacher/student discussion of appropriate behaviors.<br><br>Behavior management contract.<br><br>Positive reinforcement of appropriate behaviors exhibited by Mark.<br><br>Peer modeling of appropriate behaviors.<br><br>3. Roleplaying, puppets, etc. teacher/student discussion of emotions, etc. | 1. Baseline frequency of behaviors. Student/teacher record of increased frequency on chart.<br><br>2. Baseline, observation, and systematic record of frequency:<br><br>a. hair combed<br><br>b. shirt tucked in<br><br>c. books neatly covered<br><br>3. Teacher record of frequency. | 1. 80% increase in frequency of behaviors for 3 consecutive days.<br><br>2. Independence on task 80% of the time for 5 consecutive days.<br><br>3. 50% increase of task for 3 consecutive days. |

## IEP SUMMARY OF STUDENT NEEDS

A. CURRICULUM

1. Academics

a. Math - simple computation
b. Reading - paragraph comprehension

2. Social/Emotional

a. Social/Emotional Adjustment - appropriate small group behavior

B. RELATED SERVICES

1. Counseling/crisis intervention
2. Bus transportation

C. LEARNING STYLE

1. One to one interaction - teacher/student
2. Small group interaction
3. Behavior management

D. SOCIAL/PSYCHOLOGICAL

1. Peer behavioral models



## PLACEMENT OPTION DESCRIPTION

### FOURTH GRADE CLASS WITH RESOURCE ROOM SUPPORT

**OPTION 1**

**curriculum** / **learning style** / **curriculum** / **learning style** / **learning style** / **social/psychological** / **learning style** / **curriculum** / **social/psychological** / **learning style** / **related services**

The fourth grade curriculum covers a wide range of content areas, including reading, mathematics, english science, social studies, spelling, physical education, music, and art. Reading and mathematics instruction is conducted in groups of 10 to 12 students with ability levels ranging from 3.0 to 5.0. The teacher encourages independence of the students in the groups and allows the students to organize projects with minimal teacher assistance. Behavior management systems are not utilized in this environment. The class would provide appropriate role models for Mark.

The resource room program provides individual and small group instruction (4-5 students) in the academic areas of reading and mathematics as well as opportunities for social activities within a structured setting. Students operate under work contracts, with the teacher and aide systematically reinforcing achievement.

The school provides psychological, speech, health and transportation services through the intermediate unit. Crisis intervention service is also available through the school's counselor. The school is located fifteen minutes by bus from Mark's home. He would normally attend this school.

## FULL TIME CLASS FOR SOCIALLY/EMOTIONALLY DISTURBED (SED) STUDENTS IN A SCHOOL DISTRICT ELEMENTARY SCHOOL

### OPTION 2

curriculum

related services

learning style

learning style

social/psychological learning style

social/psychological

The curriculum of this class is commensurate with first through fourth grade levels. Instruction is provided in academic and nonacademic areas, including math, reading, spelling, language skills, science, social studies, physical education, music, art, and socialization skills. Psychological counseling, crisis intervention, speech, transportation, and health services are provided. Teacher and aide utilize strategies of positive reinforcement, and feedback of appropriate learning and social behaviors. Techniques of work contracts, one to one instruction, and small work groups provide an opportunity for independence, success, and acceptance with teacher and peer group. The teacher of this class utilizes progression from teacher directed to student directed behavior. Maximum enrollment in this classroom is twelve students to a teacher and an aide. Integration with peers from the regular classroom is provided through activities such as; music, art, physical education, lunch, and transportation to and from school. This facility is located within a thirty minute bus ride of Mark's home.

## INTERMEDIATE UNIT SED CLASS IN A SPECIAL FACILITY

### OPTION 3

**curriculum**

Curriculum is designed to provide instruction at the first through fourth grade level. Academic and nonacademic areas include math, language, reading, social studies, science, spelling, socialization, self-help, music, art, and physical education.

**related services**

Psychological, speech, hearing, transportation, and health services are provided in this program. In addition to adaptations in materials for educational levels, some materials are specifically designed to meet self-concept and social needs. Behavior management is utilized in an effort to encourage the student to progress from teacher directed behaviors to self-directing his behavior, independently and appropriately. Small group and one to one instructional settings are utilized. Pupil/teacher ratio is 12 students to one teacher and two aides. The program is segregated from regular school settings. It is located twenty minutes by bus from Mark's home.

**media/materials**

**learning style**

**social/psychological learning style**

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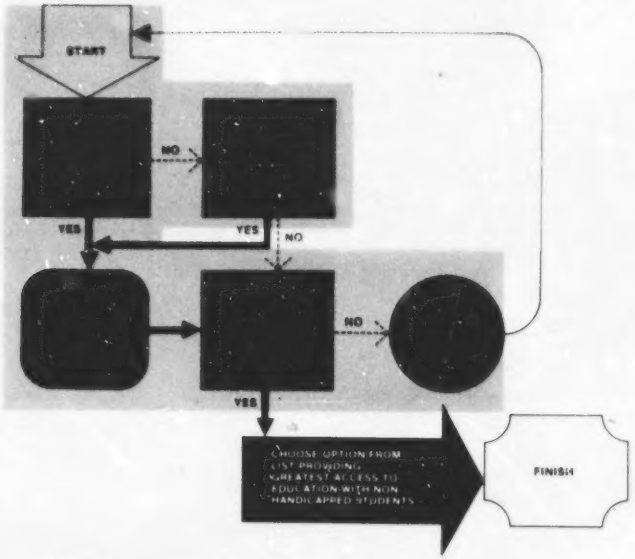
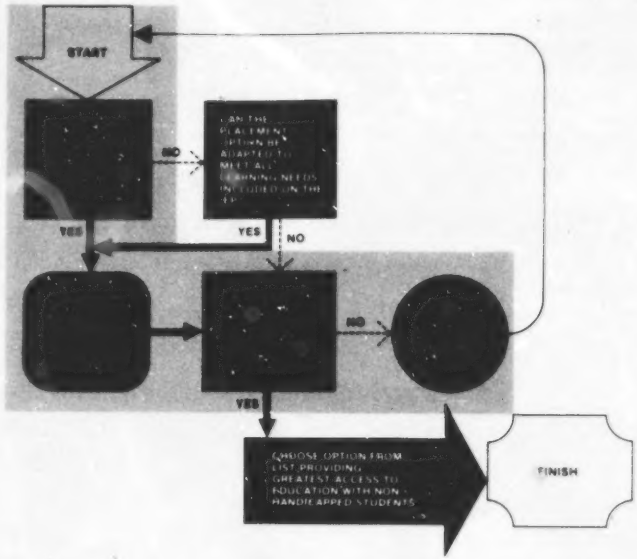
# DECISION MODEL APPLICATIONS

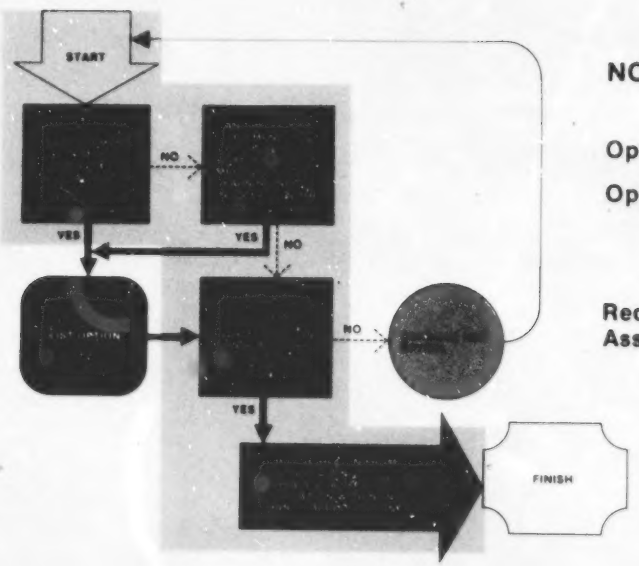
OPTION 1




OPTION 2




OPTION 3




**NOTES:**

| | |
|---|---|
| **Option 1** | Placement will be adapted to include small group therapy. |
| **Option 3** | Because Mark is extremely responsive to peer influence, it was the consensus of the decision makers that this option would not provide the degree of positive peer role modeling needed. |
| **Recommended Assignment** | Of the two options meeting all learning needs (options 1 and 2), Option 1 provides the most integration with non-handicapped students. |

# DECISION SUMMARY CHECKLIST

STUDENT: Mark Hughes DATE: September 6, 1979

| PLACEMENT OPTION | LEARNING NEEDS | | | | | | EDUCATION WITH NON-HANDICAPPED STUDENTS | | |
|---|---|---|---|---|---|---|---|---|---|
| | CURRICULUM | RELATED SERVICES | MEDIA & MATERIALS | Learning Style | Social Psy. | | ACADEMIC | NON-ACADEMIC | PROXIMITY TO HOME |
| 1 Fourth Grade/ Resource Room- neighborhood school | ✓ | ✓ | | ✓ | ✓ | | 60% | 100% | 15 min. by bus |
| | | | | | | | | | |
| 2 SED Class- Elementary School | ✓ | ✓ | | ✓ | ✓ | | 0% | 100% | 30 min. by bus |
| | | | | | | | | | |
| 3 I.U. SED Class- Special Facility | ✓ | ✓ | | ✓ | -role models | | | | |
| | | | | | | | | | |

RECOMMENDED ASSIGNMENT: Fourth Grade/Resource Room - neighborhood school.

46

47

# PLACEMENT OPTION WORKSHEET

STUDENT: Mark Hughes DATE: September 6, 1979

OPTION: Fourth Grade Class with Resource Room Support

1 Describe the extent to which the option meets learning needs listed on the IEP.

A Curriculum: Resource room instruction provided in reading and mathematics. Small group settings to enable attainment of social adjustment goal.

B Related Services: Crisis intervention provided by school counselor. School provides bus transportation. Small group therapy to be provided by school psychologist.

C Special Media and Materials:

D Learning Style: Resource room provides individual and small group instruction. Behavior management techniques utilized.

E Social/Psychological: Fourth grade class will provide appropriate peer models.

F

2 Describe the degree of integration with non-handicapped students provided by this option (academic and/or non-academic settings) and the option's proximity to the student's home.

Mark will remain with his fourth grade class for science, social studies, physical education, music and art. (approximately 60% of his academic day.) Recess and lunch will be with the fourth grade. Mark would normally attend this school.

## INDIVIDUALIZED EDUCATION PROGRAM PLAN

Date for review of the IEP Plan:

Student's Name: Rosalie Murphy

Present Date: September 30, 1978

Parents'/Guardians' Names:

Date of Birth: April 16, 1968

Parents' Address:

School District: I.U.:

Phone:

School: Grade/Program:

Person Responsible for Maintenance and Implementation of IEP: Phone: ( )

| Class Assignment(s) and Services | Date Started | Expected Duration | Extent of Participation in Regular Education | Staff |
|---|---|---|---|---|
| Bus transportation | | | | |
| Physical therapy | | | | |
| Speech services | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| IEP Planning Meeting Participants: | Participants' Names: | Signatures: Signature indicates acceptance of this Individualized Education Program |
|---|---|---|
| [1]Local Education Agency Representative | Ms. Lauri Maxwell | |
| [2]Parents, Guardians, or Surrogate Parents | Mrs. Sally Murphy | |
| Student | | |
| [1]Teacher | Kathy Warick | |
| [3]Evaluator | Michelle Wilson | |
| Other | | |

1 Must attend

2 If the Parent, Guardian or Surrogate Parent does not attend, documentation of attempts to gain their participation should be attached.

3 Must attend if the student is newly identified as exceptional. This individual may be a member of the evaluation team or another person who is knowledgeable about the evaluation procedures and results.

**Instructional Area:** Self-help Skills

**Present Educational Levels:**

Rosalie can place her shoes on the correct feet, cross her shoelaces, and pull them tight. However, she needs physical prompts to complete making the bow.

Rosalie is toilet trained and can feed herself.

**Annual Goal:** Rosalie will independently tie her shoe.

| SHORT-TERM OBJECTIVE (TERMINAL BEHAVIOR) | OPTIONAL INSTRUCTIONAL METHODS/MEDIA /MATERIALS | EVALUATION OF INSTRUCTIONAL OBJECTIVES | | DURATION OF OBJECTIVES (OPTIONAL) | |
|---|---|---|---|---|---|
| | | EVALUATION PROCEDURES TO BE USED (CONDITIONS) | CRITERIA OF SUCCESSFUL PERFORMANCE | DATE STARTED | DATE COMPLETED |
| 1. With the use of physical and/or verbal prompts, Rosalie will tie a single loop knot.<br><br>2. Rosalie will independently tie a single loop knot.<br><br>3. Rosalie will independently tie a double loop knot. | | 1-3. Frequency of performance on objective. | 1. 90% independence/10 consecutive trials.<br><br>2-3. 90% accuracy/ 10 consecutive trials. | | |

**Instructional Area:** Psychomotor Skills

**Present Educational Levels:**

Gross Motor: Rosalie can sit unaided, and can stand, with support, for approximately twenty minutes. She is ambulatory when given total physical assistance. Rosalie can use a wheelchair independently.

**Annual Goal:** Rosalie will increase mobility in the classroom using a walker or rolator.

| SHORT-TERM OBJECTIVE (TERMINAL BEHAVIOR) | OPTIONAL — INSTRUCTIONAL METHODS/MEDIA /MATERIALS | EVALUATION OF INSTRUCTIONAL OBJECTIVES | | DURATION OF OBJECTIVES (OPTIONAL) | |
|---|---|---|---|---|---|
| | | EVALUATION PROCEDURES TO BE USED (CONDITIONS) | CRITERIA OF SUCCESSFUL PERFORMANCE | DATE STARTED | DATE COMPLETED |
| 1. While standing at a handrail, Rosalie will alternate sliding her feet forward and backward. | Handrail | 1. Physical therapist and teacher documentation of performance. | 1. 90% independence/5 consecutive days. | | |
| 2. While standing at a handrail, Rosalie will alternately raise and lower each foot approximately three inches from the floor. | | 2. Physical therapist and teacher documentation of performance. | 2. 90% independence/5 consecutive days, given verbal prompts. | | |

Instructional Area Continued: Psychomotor Skills

Annual Goal: Continued

| SHORT-TERM OBJECTIVE (TERMINAL BEHAVIOR) | OPTIONAL — INSTRUCTIONAL METHODS/MEDIA /MATERIALS | EVALUATION OF INSTRUCTIONAL OBJECTIVES | | DURATION OF OBJECTIVES (OPTIONAL) | |
|---|---|---|---|---|---|
| | | EVALUATION PROCEDURES TO BE USED (CONDITIONS) | CRITERIA OF SUCCESSFUL PERFORMANCE | DATE STARTED | DATE COMPLETED |
| 3. Rosalie will move from the story area to the door (approx. 4 feet), using the sliding motion forward. | Walker or Rolator | 3. Teacher observation. | 3. 90% independence/10 consecutive days. | | |

**Instructional Area:** Academic Achievement

**Present Educational Levels:**

Communication Skills: Rosalie attends to verbal stimuli. She identifies pictures of nouns, verbs, and 16 out of 25 adjectives. She is able to follow a two-step command. Rosalie names approximately 35 objects. She can initiate adjective-noun phrases when responding to "What is this?" Spontaneous speech consists of one and two word phrases. Intelligibility, volume, and rate are within normal limits.

**Annual Goal:** Rosalie will improve communication skills.

| SHORT-TERM OBJECTIVE (TERMINAL BEHAVIOR) | OPTIONAL: INSTRUCTIONAL METHODS/MEDIA /MATERIALS | EVALUATION OF INSTRUCTIONAL OBJECTIVES: EVALUATION PROCEDURES TO BE USED (CONDITIONS) | EVALUATION OF INSTRUCTIONAL OBJECTIVES: CRITERIA OF SUCCESSFUL PERFORMANCE | DURATION OF OBJECTIVES (OPTIONAL): DATE STARTED | DURATION OF OBJECTIVES (OPTIONAL): DATE COMPLETED |
|---|---|---|---|---|---|
| 1. Rosalie will increase her production of 3 (4) word phrases in a one to one setting. | Emerging Language Program | 1. Performance on task. | 1. 90% accuracy/ 5 consecutive sessions. | | |
| 2. Rosalie will increase her production of 3 (4) word phrases in spontaneous speech. | Small group activities | 2. Performance on task. | 2. 90% accuracy/ 2 consecutive weeks. | | |

## IEP SUMMARY OF STUDENT NEEDS

A. CURRICULUM
1. Self-help - shoe tying
2. Gross motor skills - mobility with walker assistance.
3. Communication skills - use of 3 (4) word phrases.

B. RELATED SERVICES
1. Transportation
2. Physical Therapy
3. Speech Services

C. MEDIA MATERIALS
1. Walker or Rolator

D. LEARNING STYLE
1. Small group instruction

E. PHYSICAL CHARACTERISTICS
1. Handrail, ramps
2. Modified tables



## PLACEMENT OPTION DESCRIPTION

### FULL TIME TMR CLASS IN AN ELEMENTARY SCHOOL

### OPTION 1

**learning style**
**curriculum**

The TMR class has a ratio of one teacher and an aide to twelve students. Small group instruction is provided in academic readiness skills and language.

**curriculum**

In addition, training is provided in the areas of self help, pre-vocational, vocational, and socialization skills. Student ability levels in social and academic areas range from 3.5 to 6.5 years. Art, music and physical education are also provided.

**media/materials**

Media and materials that are appropriate for a moderately handicapped student are accessible in the classroom.

**learning style**

Teaching strategies include positive reinforcement, small group instruction and task analysis.

**related services**
**physical characteristic**

The school provides speech, adapted physical education, health and transportation services. Presently, it is not equipped to accommodate non-ambulatory students. Non-handicapped students are reverse mainstreamed into the classroom.

The program is 10 minutes by bus from Roaslie's home.

## INTERMEDIATE UNIT CLASS FOR MULTIHANDICAPPED IN A SPECIAL FACILITY

### OPTION 2

**curriculum** The curriculum includes academic readiness skills, mathematics, language arts, self-help, pre-vocational skills, art, music and physical education. Student ability levels in social and academic skills range

**media/materials** from 2.5 years through 5.5 years. Special media and materials are available, including modified eating utensils and communication devices.

**learning style** Teachers and aides utilize strategies of small group and individual instruction, behavior management, positive reinforcement, and peer interaction. Teacher/pupil ratio is eight students to one teacher and two aides.

**related services** Itinerant services are provided for speech and physical therapy. In addition, the school provides transportation and health services.

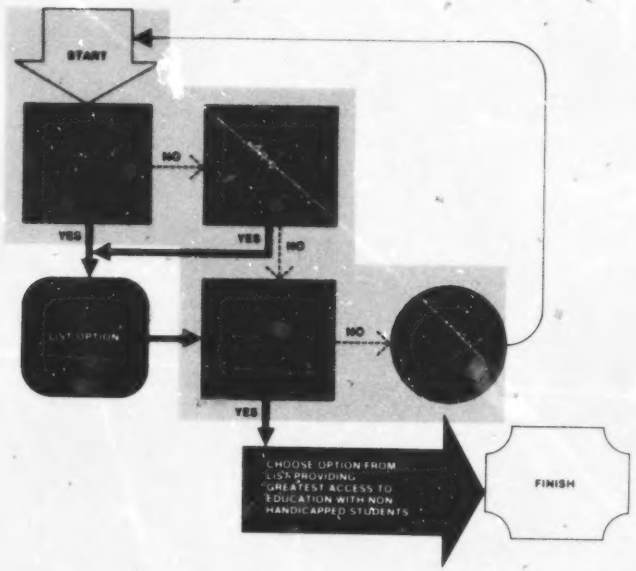
**physical characteristic** Modifications have been made in architecture and transportation to provide a barrier-free environment for the student. Standing tables,

**materials** wheelchairs, railings, and ramps are accessible for maximum mobility.

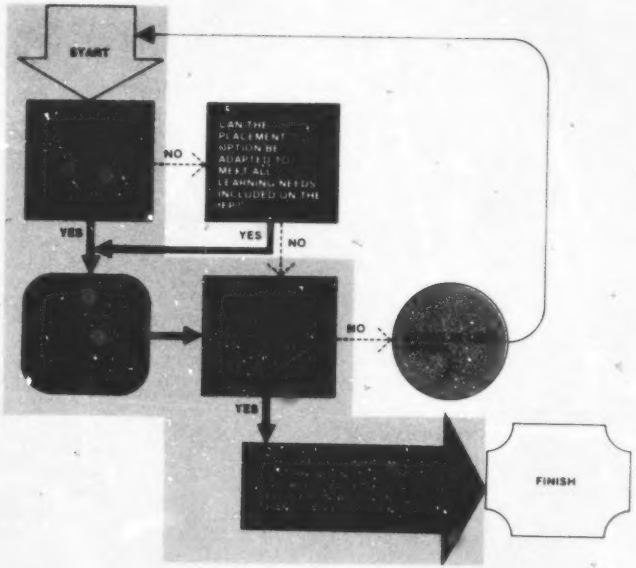
The school is twenty minutes by bus from Rosalie's home.

## DECISION MODEL APPLICATIONS

**OPTION 1**




**OPTION 2**

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**NOTES:**

**Option 1**

At the present time, Option 1 does not receive the services of a physical therapist. However, if this were the only learning need not met, the option could be adapted to meet this need. Although architectural modifications are in the planning stage, they will not be completed in time to accommodate Rosalie during the upcoming school year.

**Recommended Assignment**

At this time, Option 2 is the only option meeting all learning needs. Rosalie's needs and the learning environments of the placement options will be reassessed at the time of the annual IEP review to determine if there should be a change in recommended assignment.

# DECISION SUMMARY CHECKLIST

STUDENT: Rosalie Murphy DATE: September 10, 1979

| PLACEMENT OPTION | LEARNING NEEDS | | | | | | EDUCATION WITH NON-HANDICAPPED STUDENTS | | |
|---|---|---|---|---|---|---|---|---|---|
| | CURRICULUM | RELATED SERVICES | MEDIA & MATERIALS | Learning Style | Physical Char. | | ACADEMIC | NON-ACADEMIC | PROXIMITY TO HOME |
| 1 TMR class - Elementary School | ✓ | -Physical Therapy | ✓ | ✓ | -ramps -railings | | 0% | 10% | 10 min. by bus |
| 2 I.U. MH Class- Special Facility | ✓ | ✓ | ✓ | ✓ | ✓ | | 0% | 0% | 20 min. by bus |
| 3 | | | | | | | | | |

RECOMMENDED ASSIGNMENT Intermediate Unit class for multi-handicapped.

83

84

# PLACEMENT OPTION WORKSHEET

STUDENT: Rosalie Murphy DATE: September 10, 1979

OPTION: I.U. Class for Multi-Handicapped

1. Describe the extent to which the option meets learning needs listed on the IEP.

A. Curriculum: Classroom teacher will plan and implement self-help program and will follow through with gross motor and communication programs initiated by therapists.

B. Related Services: Itinerant speech therapist will plan and implement communication programs. Itinerant physical therapist will plan and implement gross motor programs. Modified transportation is available.

C. Special Media and Materials: Walker provided in the classroom.

D. Learning Style: Small group settings used for academic readiness skills, socialization activities.

E. Physical Characteristics: Facility is equipped with ramps, handrails.

F.

2. Describe the degree of integration with non-handicapped students provided by this option (academic and/or non-academic settings) and the option's proximity to the student's home.

Special facility has no regular education students and is located 20 minutes by bus from Rosalie's home.